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ABSTRACT

This paper reviews the literature pertaining to the economic feasibility, public acceptance, and learning outcomes of year-round schools. Although much of the discussion is applicable to public schools throughout the United States, the author is mainly concerned with determining the suitability of a year-round school plan for the small Illinois school district of Macomb. Information for the study was obtained primarily from books, monographs, periodicals, Educational Resources Information Center (ERIC) microfiche, and materials provided by school districts currently operating year-round schools. A variety of year-round plans are considered, including a three-quarter system plus a voluntary summer program, a three-quarter system plus a summer program for professional personnel, a staggered four-quarter system with each student attending three quarters, a four-quarter system with 48 weeks of school for all students, and an overlapping 45-15 four-quarter system. A fairly extensive bibliography of publications related to year-round schools is also included. (JG)

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A REVIEW OF LITERATURE PERTAINING TO THE YEAR-ROUND
SCHOOL AND ITS IMPLICATIONS FOR THE MACOMB COMMUNITY UNIT
DISTRICT NUMBER 185, K-12, MACOMB, ILLINOIS

A Paper

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the College of Education
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by

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to review the literature and research relating to the economic feasibility, acceptance by pupil, teacher and public, and learning outcomes of the year-round school and to develop a recommendation regarding the feasibility of the year-round school, K-12, for the Macomb Community Unit District #185, Macomb, Illinois.

Need for the Study

In order that a study of this nature be most valuable, it is wise to have a community in action discussing the year-round school. It would be prudent to have wide interaction among school administrators, teachers, custodial personnel, parents, students, civic groups, and businessmen. It should be noted, however, that these types of communication will not be taking place until after this paper is completed. So it must be realized that the results of this study are for the most part academic. Until the community becomes active in discussion and until the community supports the year-round school system, this study should be recognized as a plan garnered from the literature and from the plans of other cities. The people of Macomb should draw up a plan suitable for the town's specific problems and a curriculum for its students. However, a paper of this nature is definitely needed before the community becomes involved. The reason

for this is that there will, in all likelihood, be many negative points concerning it brought to light by the community. Therefore, if there is to indeed be a year-round school in Macomb, all the benefits of the program must be fully identified, considered, and polished before being developed by the community. If a need for this type of innovation is found to exist for the students in Macomb, then every possible positive point must be given all due consideration before a deluge of negative reasons drowns the idea.

Delimitations

The data for this study were obtained primarily from books, periodicals, monographs, Educational Resources Information Center (ERIC) microfiche, and literature provided by districts operating year-round schools. Most of these sources were printed between 1941 and 1970.

The writer visited one school, Romeoville, which began a year-round school in June, 1970. This innovation came about because of the economic necessity of the area. Romeoville is gaining population. The people are taxed to their limit. The year-round school promises to alleviate their economic woes.

While the writer gathered information about the year-round school as it relates to the entire United States, this paper was written about those aspects most germane to the development of a plan for the Macomb Public Schools. The writer emphasized the following elements which bear upon feasibility; cost, plant utilization, staff utilization, public acceptance, and learning outcomes.

Method of Research

Documentary analysis was the main method used in this research paper. Every attempt was made to utilize existing information concerning the year-round school. Specific sources included government documents, books, magazines, and Educational Resource Information Center microfiche available in the library of Western Illinois University. In order that specific recommendations could be made for the Macomb School District, it was necessary to study the Macomb School System. The information gathered from all of these sources was sifted in an attempt to make a plan unique to and practicable for the Macomb, Illinois area if the research indicates that such a plan might succeed in Macomb.

Assumptions

It was assumed that the school plant would be available for summer use. It was assumed that optimum educational achievement would occur if pupils attend school the year around.

Definition of Terms

There are several programs involved in any discussion of the year-round school. The first of these is a summer program which might be called voluntary summer school. Second is the Staggered Quarter for All plan with four quarters and breaks for an imposed three month vacation during the remaining quarter.

A Full Forty-eight Week School Year for All is a third very important plan. About four weeks of the year would be vacation; the rest school time. In this plan the student can either finish school

in fewer than four years, or take more courses and stay for the full four years.

A fourth plan is called A Summer Program for Professional Personnel. In this arrangement faculty members might be involved in summer workshops, curriculum improvement, or university work. But they are paid on a 12-month basis, just as though they were teaching year-round.¹

In this study the term year-round school is used to include all four of the above definitions.

¹The American Association of School Administrators, 9+ The Year-Round School (Washington, D. C.: American Association of School Administrators, 1970) pp. 10-11.

CHAPTER II

ECONOMIC FEASIBILITY

General Discussion

Since about one-third of all state and local taxes are used to finance schools, and since these schools operate only three-fourths of the year, the traditional school calendar appears to be a good starting point for investigation in attempting to employ greater efficiency in schooling.²

Historically, the nine-month school year is based on an agrarian economy. Years ago in this country most of the people were farmers. Every hand was needed to turn the soil in preparation to receive the crop, and then every hand was needed to care for the crop and finally to harvest it. Today, however, a very small percentage of the people in the United States are farmers. Today's mechanized farms feature machinery, not man, doing most of the work. Industry has taken over from agriculture as the nation's huge employer of people. Because of this change, agriculture can no longer be accepted as a valid basis for continuance of the nine-month school year. The American public school system is the only major institution in the nation which operates fully on the average of only 180 days out of 365 days a year. On the other hand, govern-

²W. Scott Bauman, The Flexible System. An Economic Analysis of Advantages of the Quarterly Calendar in Public Schools. (Toledo, Ohio: University of Toledo, 1966), p. 7.

ment and industry operate all year around. Some churches operate only 52 days of the year.

In any consideration of the economic feasibility of the year-round school two factors must be studied; namely, the operational budget and capital outlay. From past experience and present studies it has been found that a given school district cannot save very much money in operational budget by using the year-round school.

Nashville, Tennessee tried the quarter system of year-round schooling from 1927 to 1932. Economic analysis of this plan yields results that are very gloomy. After the first year of operation, Nashville disclosed an increase of \$105,164.28 in instructional cost, or 21% more than the previous school year.³

In this country, many individual school districts help to finance their summer school programs by charging tuition to offset costs. Many students cannot afford the price of tuition. So it is a very small percentage of the student population which takes advantage of summer school, if they have to pay to attend. However, many educators believe that summer school will be the bridge to full year-round operation.

It seems inevitable that tuition-free summer school will soon be a reality throughout the nation. Tuition charge for summer school is a practice of segregation on economic lines. In favoring the

³Clarence A. Schoenfeld and Neil Schmitz, Year-Round Education, (Madison, Wisconsin: Dembar Educational Research Services, Inc., 1964), p. 32.

privileged, the fee discriminates against the underprivileged.⁴ In many cases the very student who might need summer school the most is the one who cannot afford to pay the tuition required to learn. Thus this student is denied access to a valuable educational experience.

Adequate summer programs or other extensions of the nine-month school year would require a larger share of the tax dollar for education.⁵ The public must realize that if it is to reap the benefits of the year-round school, then it must provide more funds for education. Holmes is not one to believe that the year-round school saves a district money. His logic is that if the plan has failed miserably in the past, it is not going to reverse its effects overnight and begin saving money. But he does admit that year-round schooling might upgrade education, particularly if it is based on a flexible curriculum rather than on the traditional rigid vertical structure. The Hawthorne affect states that experimentation guarantees a better product because people will work harder when they know that the experiments are conducted for their benefit.

The city of Newark, New Jersey had year-round schooling from 1912 to 1931. This operation has probably received the most study of

⁴J. G. Umstattd, "Summer Programs and Secondary Schools," NAASP Bulletin, March, 1966, p. 51.

⁵George W. Holmes III and William H. Seawell, "The Extended High School Year--Is It Administratively Feasible?," High School Journal, March, 1964, p. 228.

any American year-round system to date, and because of this it has had the greatest impact of any year-round program upon educational circles. It took nothing less than the great depression to close down the program.

Farrand and O'Shea analyzed the economic standpoint of the Newark plan. They found that year-round schooling cost the school district less than one-sixtieth of the total school budget.⁶

The financial problem posed by the increase in school population is a complicated one.⁷ There will be a need for more classrooms and more money to educate more children. The four-quarter staggered plan of school attendance might be a way for Macomb to solve the problem of increase in school population most economically and at the same time to improve the quality of education for the district.

Appendix A of this study is a statement of policy by Ray Page, Illinois Superintendent of Public Instruction, concerning how state aid is handled for those school districts which are on the year-round school system. There appears to be no problem with collecting state aid, if a district decides to switch to year-round schooling.

On the other hand, the Educational Committee of the United States Chamber of Commerce has advised school districts to investigate year-round schooling. Leading educators like C. Taylor Whittier, Philadelphia's Superintendent of Schools, and John W. Gardner, past

⁶Clarence A. Schoenfeld and Neil Schmitz, Year-Round Education, (Madison, Wisconsin: Dembar Educational Research Services, Inc., 1964) p. 32.

⁷W. R. McIntosh, "The Many Faces of the Twelve-Month School," Illinois Education Association Study Unit, May, 1961, p. 393.

Secretary of Health, Education, and Welfare, are campaigning for extended use of the nation's schools.⁸

Involved in the economic feasibility discussion of the year-round schools is a question of priority. The taxpayer will usually pay for something he feels he needs. If the taxpayer feels that year-round schooling is indispensable, he will support extending the academic year. For example, in colonial times the school year varied according to the availability of a schoolmaster and the amount of money that the district could raise to keep him. In 1789 in Roxbury, Massachusetts the children had few and short vacations. They had a six-day vacation at commencement, two days off at Thanksgiving, and five additional holidays throughout the year. Such a long school year was possible only for children of the gentry and in towns which could afford to keep a schoolmaster that long.⁹ This indicates that the people of Roxbury thought education a top-priority entity.

What are the priorities of the people in Macomb, Illinois? Would they support with their tax monies a year-round school system? These questions are beyond the scope of this paper. But they are nonetheless important queries, questions which need to be answered before Macomb can switch to the year-round school. No evidence exists from systematic research to indicate that a school year of 180 days is

⁸ Jeri Engh, "Why Not Year-Round Schools?," Saturday Review, September, 1966, p. 84.

⁹ Jean D. Grambs and L. Morris McClure, Foundations of Teaching (Chicago: Holt, Rinehart, and Winston, Inc., 1964), p. 211.

better than a school year that is either shorter or longer.¹⁰

Plant

In an editorial in Theory Into Practice, Shirley Lipson holds that it might be wisest to postpone any definite decision about which year-round school policy is best until a plan is developed which will prove even more workable than existing ones. Proponents of the year-round school organization cite fuller utilization of the school facilities as a reason to switch to the year-round school. However, it seems that such suggestions are usually made by persons who are concerned primarily by the school tax burden, but who know very little about school finance.¹¹ The reality of the situation is that capital outlay for school buildings may be reduced; but the operational expenditures increase to such an extent that they balance the scale in their favor. So the district actually pays more money for the year-round school. This is just another indication that economic profit by lengthening the school year should not be the main objective. It would be wise to have as a goal enrichment of the educational diet of children as well.

One factor that must be considered is the possible, and really probable, necessity of air-conditioning the school buildings. The

¹⁰Ibid.

¹¹Shirley Lipson, "The Dilemma of the Year-Round School," Theory Into Practice, June, 1962, p. 122.

extreme heat of Illinois summer months is a well-known fact, and it would be impossible to expect students to attend school and learn properly without the relief that air-conditioning would provide. At present, the only school building in Macomb District #185 having air-conditioning is Macomb High School. By using the four-quarter system instead of the three-quarter one, a school district could increase the productivity of one classroom by 33 1/3%. An existing classroom can be air-conditioned for less than 10% of its replacement cost.¹² From an economic standpoint, the investment in air-conditioning would appear to make good sense.

Another factor to consider is the compact building possible with air-conditioning. Having a school air-conditioned reduces the cost per square foot of the initial plant to 70% of what it would cost to build an air-conditioned building.¹³ The cost of a building is the ratio of square footage to the outside perimeter of the walls. The perimeter would be reduced, and the square footage would be reduced. So the air-conditioned building would cost less than the un-air-conditioned building.

Any district considering the adoption of a year-round plan in the future should design new buildings in such a way that they are attractive for all types of weather.¹⁴ Childress has suggested that

¹²George M. Jensen, "Education's Fantastic Coffee Break," Means Magazine, October, 1964, p. 18.

¹³J. G. Umstattd, "Summer Programs and Secondary Schools," NASSP Bulletin, March, 1966, p. 51.

¹⁴Jack R. Childress and Harlan A. Philippi, "Administrative Problems Related to Eleven- or Twelve-Month School Year," High School Journal, March, 1964, p. 234.

by the early 1970's the best school districts in the country will be experimenting successfully with the year-round school.

Another problem to consider is that the kind of furniture in a classroom may prohibit its use even though the room is available. For instance, a kindergarten room would not be appropriate for use by high school students.

The year-round school makes sense to the business man, to some parents, and to the practical-minded citizen, because the school plant already exists. They know that it is fully equipped and ready for use. The overhead costs of administration continue approximately the same in some communities, whether the schools are open or closed during the summer months.¹⁵ In addition, there are certain fixed charges such as insurance, interest, and capital outlay costs which remain fairly constant whether the schools close in the summer or remain open.

Los Angeles, California, ran a feasibility study in the nineteen-fifties to find out if the year-round school would benefit the district. It was found that plant maintenance costs alone would increase 12½%, due to the fact that work usually performed in the summer months would have to be done at night or on weekends.¹⁶ Costs for electricity and fuel would also increase. Because of these and possibly other problems that year-round schooling creates, a school

¹⁵The American Association of School Administrators, "Possible Approaches to Reappraising the Length of the School Year," Education Digest, February, 1961, p. 8.

¹⁶Clyde L. Ogden, "The Four Quarter Plan . . . How Practical an Idea?," School Board Journal, August, 1956, p. 20.

district can lose enough community support at crucial times to make it exceedingly difficult to pass bond issues and operating levies. Los Angeles decided against the year-round school because it was felt that the cost was prohibitive.

However, year-round schooling indeed does have a tremendous potential for saving a district money in capital outlay providing said district builds new facilities.¹⁷ If the district were to switch from the conventional nine-month school year to, for example, the 45-15 plan, the district might not even have to build in the immediate future. Because in the future, for every three new buildings erected the school district automatically will be given a fourth. The reason for this is that only three-fourths of the students will be attending School at any one time.

During the nineteen-twenties, Aliquippa, Pennsylvania tried the staggered-quarter plan in order to avoid investment in new school buildings. Superintendent Lyle Wilson explained that his school district saved about \$40,000 per year over a seven year period by using the year-round school concept.¹⁸

If America begins making education decisions solely on the basis of economics however, the schools will be in trouble. It is important to place the economic question in its proper position in the hierarchy.

¹⁷John D. McLain, Consideration for Economy and Quality Education Through Year-Round Schools (Clarion, Pennsylvania: Research Learning Center, Clarion State College, 1969), p. 54.

¹⁸Schoenfeld and Schmitz, op. cit., p. 32.

According to James Allen the basic and first question of importance should be; "Will an extended school year help improve our total program?"¹⁹ If it is felt that year-round schooling can help individual students learn more, then it might be wise to look into the economics of year-round schooling.

The case of Los Angeles might serve to exemplify another reason for a school district to look into educational advantages along with the cost of the year-round school. An increase in cost might not be so hard for the taxpayer to accept providing that the increased cost results in better education.

Staff

With any given increase in enrollments in a year-round four quarter system, 25% fewer teaching positions would be necessitated. This is because only 75% of the student body is in session at any one time.

An improvement in the status of the educational profession would occur if teachers were given the opportunity to work on a year-round basis. The teaching profession could then compete with industry and government for high-quality personnel. Logically, it seems to follow that if Macomb were to offer year-round contracts to teachers, it might draw more qualified personnel into the teaching fold, thus making it easier to dismiss a teacher who did not measure up to the educational goals set for the district. Retirement-age teachers could be retired

¹⁹ School Management, "The All Year School, Time for a New Look?," February, 1966, p. 92.

on time with no qualms because fewer teachers would be needed in the district with year-round schooling in operation. The arguments are more telling in times of teacher shortages than at the present time, 1970.

— If a teacher begins teaching on a year-round basis, he can look forward to at least a 25% increase in his annual income because he will be teaching at least 25% more days out of the year.²⁰ The male teacher who must support a family would probably be happy to increase his yearly income by teaching all year, and the money which is saved in the year-round system in capital outlay could be shifted to pay for increased teacher salaries.

Since 1946, the public schools in Rochester, Minnesota have been operating on an eleven-month basis. There are two purposes behind this plan. First, Rochester wanted to increase services to children. Second, the school district wanted to raise the status and compensation of the teaching staff. To accomplish these goals, Rochester is using more man-hours, more tax money, and more plant service with the summer program.²¹ The Rochester plan has thus operated successfully for over twenty years.

Therefore, if a city were to start a year-round school, it would cost more money because some of the staff members would be

²⁰Gus Turbeville, "A Sociologist Looks at the Twelve-Month School Year," Peabody Journal of Education, November, 1964, p. 183.

²¹Robert T. Cory, "Parents Evaluate an Eleven-Month Program," Education, November, 1966, p. 170.

working for approximately 240 days a year. At the same time, however, curriculum would be improved and more time in the classroom would be available for those pupils who want or need to utilize it. Any district contemplating changing from a nine-month school year to a year-round calendar, could weigh this increase in cost against possible curriculum improvement and increased learning time for students.

CHAPTER III

PUBLIC ACCEPTANCE

Introduction

In 1960 the American Association of School Administrators published a book entitled Year-Round School. The book contained their suggested approach to reappraising the length of the school year.²²

This approach is as follows:

1. Community leaders should decide who should be involved in the decision-making process and when they should be involved.
2. The superintendent, principals, representative teachers, school board members, and heads of civic, labor, and business groups should go through a study and discussion experience.
3. The profession with the guidance of the superintendent should be the first to examine such questions as:
 - a. Is there a need?
 - b. Have educational demands so increased and the curriculum so expanded that pupils must have more time in school?
 - c. Does the long period of preparation for complex occupational roles suggest the need for acceleration?
4. If such reviews indicate the need for a year-round program, then faculty meetings are in order to discuss the various plans along with reports from various school districts already involved in the extended school year, and along also with reports from various publications.
5. Next, parent-teacher, civic, and business groups might have similar meetings.
6. After the leaders of the teaching profession and other leaders of agencies and organizations have reached agreement on what ought or ought not be done, then wide publicity and

²²American Association of School Administrators, "Possible Approaches to Reappraising the Length of the School Year," Education Digest, February, 1961, p. 10.

discussion should occur in all strata of society.

7. By this time general agreement on an appropriate program should occur along with a plan for securing the additional revenues needed.
8. Last, the board of education should adopt a policy.

Europe

The British talk of lengthening their school year. They seem quite pleased that their summer break is shorter than that in the U.S.A., but they have a four-week Christmas break which they would very much like to shorten. One reason given for shortening the Christmas break is the inhospitable weather at that time of year. Behind this attempt to lengthen the school year, though, is a basic realization that a real problem exists today in extending the exposure of the young to the processes of learning.²³ So the United States is not isolated in its understanding of the great increase in the body of knowledge which man has accumulated. Britain realizes that new methods and perhaps longer days and extension of the school year might be necessary if education is to achieve its goal of maximum learning for each individual child.

Year-round education is a tradition that was brought from England and Europe to the United States, but it has not become an ingrained part of education in America. European students go to school year-round, but they do not go to school any more than do

²³ Richard E. Gross, ed., British Secondary Education (London: Oxford University Press, 1965), p. 569.

American children.²⁴ If the days are added up in both America and Europe, the students in each area are in school approximately the same number of days per year.

State Acceptance

Over the years the American public has changed its mind about the year-round school. In 1929 the staggered-quarter plan was brought to the attention of the people of Milwaukee, Wisconsin. At that time the system was seen variously as a threat to organized labor, since the acceleration of students would overcrowd the labor market; as a threat to the teaching profession, because of the added burden placed on teachers; and clearly as a disruption of community life.²⁵

One hundred-eighty days in the classroom is approximately the number of days presently required by most states for a school year. However, there are variations on this according to locality. In urban centers, the school year tends to be longer than in rural areas.²⁶ Because of this urban-rural difference in viewpoint, the people of Macomb might tend to reject any lengthening of the school year in the immediate future. Macomb is certainly rural when compared

²⁴ Clayton Braddock, "Changing Times are Changing Schools," Southern Education Report, October, 1967, p. 27.

²⁵ Schoenfeld and Schmitz, op. cit., p. 18.

²⁶ Jean D. Grambs and L. Morris McClure, Foundations of Teaching (Chicago: Holt, Rinehart and Winston, Inc., 1964), p. 211.

to such cities as Chicago and Atlanta.

This writer had the opportunity to talk with Mr. Ray Page, Illinois Superintendent of Public Instruction, on WKAI radio's "Current Comment" feature concerning the year-round school. The question asked was this: "Do you think that year-round schooling is valuable and if so, in what way is it valuable in high school and elementary education?" Mr. Page's answer was as follows:

Currently, there is an experimental project at Valley View School System in Romeoville, Illinois. At Romeoville, Governor Ogilvie signed into law a statute which permits year-round schooling. We are moving in the direction of year-round schooling in Illinois. I am referring to the quarter system in which the student attends three of four quarters. However, we need experimental programs before the state goes to a massive program of year-round schooling. Many school systems all over the country are watching Valley View to see if they can make year-round schooling a success.²⁷

Appendix B of this paper shows a chart of the average length of the school term over a 90-year period from 1869 to 1960. This chart furnishes data which clearly shows that the trend during these years is on an upswing, from the 1869 low of approximately 80 average days attended per pupil to the 1960 high of approximately 160 average days attended per pupil.²⁸

Since September, 1968, the city of Atlanta, Georgia has been using a twelve-month, four-quarter high school plan. It has been

²⁷ Ray Page, excerpted from "Current Comment," WKAI Radio, Macomb, Illinois, July 28, 1970, 1:20 p.m.

²⁸ James Monroe Hughes, Education in America, Second Edition (New York: Harper and Row, Publishers, 1965), p. 218.

working so well and the public likes it so well that currently plans are being studied to convert Atlanta's elementary schools to year-round education.

The Atlanta year-round school is successful because the public, laymen and educators alike, have had the chance to help in molding the plans. This is a very important aspect in any discussion of public acceptance of the year-round school. The people who contribute their ideas about education to the plan tend to accept that new concept more readily. In the final analysis, the year-round school operation would be molded to the particular district, if the taxpayers in that area had helped in conceptualizing the plan.

The pupils should not be forgotten when a district is in the planning stage. In Atlanta, each high school offers a different program because pupil needs and interest were considered during the initial drafting of the concept of year-round schooling.²⁹ A more detailed discussion of pupil acceptance is forthcoming in this chapter.

In Wisconsin the number of schools operating at least 190 days is increasing yearly.³⁰ Again this indicates that there seems to be a trend in the United States to extend the school year. A district which stays in a static position in this respect might be cheating children from the best education available.

²⁹ Jarvis Barnes, "Year-Round Schooling: How It Really Works," Parent's Magazine, May, 1970, p. 42.

³⁰ Angus B. Rothwell, "What Is Meant by Extended School Year?," Wisconsin Journal of Education, May, 1966, p. 9.

Appendix C of this paper contains Section 10-19.1 of the School Code of Illinois. This section deals with the three quarter calendar plan. It gives the local school board the authority to operate schools on an extended basis. The fact that the quarter system is approved by a statute indicates that lawmakers in Illinois consider the concept of the quarter system worthy of legalizing the calendar.

Community Acceptance

Community inertia was named as a serious obstacle to adoption of an all-year plan in Los Angeles, California.³¹ In 1955 it was felt that such a drastic change as year-round schooling would necessarily create much community resistance. Pupils, teachers, and parents, it was felt, were not flexible enough at that time to accept the extended school year.

The Chicago Public School System has offered summer school for many years. In about 1957, the city dropped the summer school fee, and students flocked to attend the sessions.³² Approximately 50% of Chicago students attend summer school. Many people feel that in a large urban area such as Chicago, young people can spend a more profitable summer if they are in school rather than roaming the streets with nothing to occupy their minds and time.

³¹Vernon D. MacPherson, "Los Angeles analyzes the Arguments for Keeping Schools Open All Year," Nation's Schools, September, 1955, p. 51.

³²W. R. McIntosh, "The Many Faces of the Twelve-Months School," Illinois Education, May, 1961, p. 394.

These communities have tried and rejected the all-year plan:

<u>City</u>	<u>Year</u>	<u>Reason</u>
Roxbury, Mass.	1790	The gentry could no longer afford the cost.
Aliquippa, Pa.	1920's	Great depression
Newark, N. J.	1931	Great depression
Nashville, Tenn.	1932	\$105,164.28 increase in instructional cost

These communities have rejected the all-year plan after a feasibility study:

Los Angeles, Ca.	1955	Community inertia
San Juan, Ca.	1965	Lack of student and parental interest

These communities are currently using year-round plans:

<u>City</u>	<u>Plan in Use</u>
Atlanta, Georgia	Four quarter plan since 1968
Romeoville, Illinois	45-15 plan started June, 1970
Chicago, Illinois	Summer school
Rockford, Illinois	Summer school

These organizations have a neutral or negative attitude toward immediate implementation of year-round schooling:

<u>Organization</u>	<u>Reason</u>
National Education Association	a topic only for conversation and debate
Association of Classroom Teachers	may not be in best interest of the community
American Association of School Boards	workable plan not yet developed

These organizations support year-round schooling:

<u>Organization</u>	<u>Reason for Support</u>
American Association of School Administrators	Summer program for professional personnel

<u>Organization</u>	<u>Reason for Support</u>
National School Calendar Study Committee 2015 Kenwood Parkway Minneapolis, Minnesota 55405	America no longer has an agrarian economy
Illinois State Chamber of Commerce	Maximum utilization of school facilities

Curriculum improvement is one tremendous advantage to be gained in shifting to year-round schooling. Not only can all of the traditional courses be offered, but new ways of educating youngsters can be introduced. For example, independent study and school-connected community programs might be initiated. These allow the pupil to delve deeply into a specific area of particular interest to him. If the public knows that year-round schooling will better educate children, and if the public wants pupils to be better educated and is willing to pay for better education, then the public will probably accept and support the extended school year rather than support a lower-than-par educational program.

Administrative Acceptance

In March of 1964, Nation's Schools magazine ran an opinion poll asking administrators if they would favor an all-year program with some pupils on vacation each quarter and with teachers on duty year-round, except for a two or three week vacation. Sixty-seven per cent of the administrators who replied indicated that they would not favor such a plan.³³ The survey was based on a 4% proportional sampling of 16,000

³³ Nation's Schools, "All-Year School Can Wait, 2 of 3 Schoolmen Assert," Nation's Schools, March, 1964, p. 84.

school administrators in 50 states, and it brought a 60% response. The most frequent reason given by the administrators for their negative reply was that teachers need a summer break in order to rest and replenish their professional reservoirs so that they will be able to teach well during the regular 9- or 10-month school year.

Administrators need guidelines by which they can judge a year-round program to make sure that it is an effective means of educating young people. The following criteria might be used by the administrators in initiating a program of learning in summer school:

1. provisions for all grade levels
2. basic skills remedial program
3. special "summertime only" activities
4. basic skills extension or enrichment
5. activities in art, music, drama, and physical culture
6. remedial classes on an individual basis with small groups or at least fewer than 20 students per class
7. summer session of at least six weeks
8. different approach to instructional program than in the regular session
9. experimentation in teaching techniques and use of newer instructional materials
10. staff members, parents, and students involved in a continuous process of evaluation
11. salaries of staff members preferably somewhat comparable to that earned in the regular academic year
12. sufficient secretarial and clerical help available
13. the administrator should understand the purposes or philosophy of the summer program, and use that philosophy in making plans for the summer session
14. school nurse available
15. voluntary enrollment
16. readily available publicity about course offerings to students and parents
17. selection of best-qualified persons for the defined teaching task
18. inclusion of provisions for all students, including those with hearing problems and the physically handicapped.³⁴

³⁴Douglas M. Brown, Richard P. Klahn, and Louis G. Romano, "Four Dimensions for Summer Schools: Remediation, Research, Enrichment, Recreation," American School Board Journal, August, 1965, p. 16.

Local school boards have increasingly taken legal responsibility for summer school operation.³⁵ The National Education Association has reported that one half of the urban school systems in the United States operate summer schools. The local board of education should be involved in the shaping of summer school policy.

Even though there is not much research evidence, administrators and teachers who have had responsibilities in connection with summer schools think that they are an excellent means of broadening educational opportunities for students.³⁶ Many pupils waste their summer when it could be valuably devoted to learning more about something they are interested in.

From twenty to fifty years ago the 48-week school year for all with summer vacation of a full four weeks was tried, unsuccessfully, by Newark, Nashville, and Fairfield (Conn.). The very fact that these three districts failed might make a school board think twice before giving final approval on a new 48-week school year for all plan.³⁷ At this time it would seem wise for Macomb to withhold adoption of this particular plan for extending the school year, since the plan is still in the process of development.

The American Association of School Administrators gives high approval to the Summer Program for Professional Personnel plan.³⁸

³⁵Robert Maidmont, "The Public Summer School: A Case for Voluntary Summer School Programming," NASSP Bulletin, December, 1963, p. 65.

³⁶Bob G. Woods, "Evaluating Summer School Programs," NASSP Bulletin, March, 1966, p. 38.

³⁷William C. Bruce, "Year-Round Schools," American School Board Journal, October, 1960, p. 40.

³⁸Ibid.

With it, the present school year would be adhered to, but school personnel would work from eight to twelve weeks on curriculum improvement, new lesson plans, and instructional methods, or attend professional summer school. This plan would increase the budget from ten to twenty per cent.

Teacher Acceptance

The National Education Association, in a report on its Project on the Instructional Program of the Public Schools, made the following statement:

Schools are caught up in a straitjacket with respect to their present use of time. Day, week, and year need not be organized as they are. What may have been appropriate in the past has moved into differing conceptions of teaching and learning and more school buildings . . . a longer school day might very well be tried . . . but the extended school year remains largely a topic of conversation and debate.³⁹

This was the NEA position on year-round schooling in 1963. From the words quoted, it is clear that the Association did not consider the year-round concept polished enough to become a reality. This stand should be understood by any administrator who is contemplating the year-round school for his district. It might indicate that the district's teachers should be brought into discussion and planning, in order to make year-round schooling a reality in Macomb, if Macomb decides to implement it.

The faculty must be involved in the decision to go to the year-round school system. Many women teachers are against year-round

³⁹National Education Association, Planning and Organizing for Teaching (Washington: The Association, 1963), p. 132.

schooling, and must be persuaded to believe that the advantages to be gained will outweigh any inconveniences.

Both teachers and townspeople are more likely to accept the special summer program than the four-quarter plan.⁴⁰ The quarter plan is a significant departure from American practice, and so its acceptance will be difficult to accomplish. However, the summer program could be placed on a voluntary basis. It could be designed with all the different types of students in mind. Such subjects as mathematics, science, music, art, the industrial arts, and others could be geared toward remedial students, the student who is interested in a special area, or the bright student who wants to take extra work.

If teachers were to be employed on a year-round schedule, in the eyes of the public their status would be completely professional.⁴¹ Their compensation for teaching would be increased. No longer would the teacher be forced to seek lower levels of employment during the summer just to make ends meet.

The Association of Classroom Teachers maintains that an extension of the school year may not necessarily be in the best interest of the community.⁴² This position statement came in 1970, at the 108th National Convention held in San Diego. Each school district, it declares, should vary the length of its school year to fit its own

⁴⁰William M. Alexander and J. Galen Saylor, Modern Secondary Education (New York: Rinehart and Company, Inc., 1959), p. 735.

⁴¹George M. Jensen, "Another Summer Wasted," (newspaper article from the Twin Citizen, September, 1964, reprinted by the National School Calendar Committee), p. 3.

⁴²NEA Reporter, "Guides Set for Year-Round School," NEA Reporter, July 24, 1970, p. 6.

specific needs.

Parental Acceptance

The California Elementary School Administrators Association conducted a survey to find out what parents' attitudes were concerning year-round schooling. It was revealed that parents were strongly opposed to a change in the basic organization of the school year.⁴³ Seventy-six per cent of the respondents were opposed to the year-round calendar, the most frequent reason being that winter was no time for a child's vacation.

A number of people feel that the year-round school will put too much pressure on their children. Many people like the concept of using school buildings for the entire year, but they would prefer to have someone else's children doing it.

Parental tempers rise when families are inconvenienced because of school schedules. Parents often express strong opposition to having their summer vacations interrupted.

Student Acceptance

There is a case recorded where lack of student interest actually caused a year-round plan to stay on the drawing boards. Del Compo High School in San Juan, California, after four years of planning and a \$145,000 grade from the California State Legislature, decided to abandon the plan altogether because the students were not interested

⁴³ American School and University, "California Tries Year-Round High School; Idea Gaining Popularity at College Level," American School and University, February, 1966, p. 80.

and the parents did not support it.⁴⁴

However, many young people today are quite willing to go back to school during the summer; that is, they are eager providing that summer school is voluntary and tuition free.⁴⁵ This seems to be particularly true at the high school level.

With the 45-15 plan, the students would have four long vacations throughout the school year rather than one extra-long one in the summer. Each student would have four three-week vacations, in addition to Christmas week, Easter week, and a ten-day period at the beginning of the summer. If the 45-15 plan were presented to students in this way, they might find that it appeals to them more than one long summer vacation. Appendix D is an explanation of the 45-15 plan of Lockport, Illinois with a colorful fold-out attendance chart. Briefly, in the plan the students go to school for 45 days and are on vacation for 15 days.

The Rockford, Illinois School District initiated the extended school concept by offering high school courses during the summer months. Then they phased into a broader program by adding summer-enrichment and remedial programs in the elementary schools and enrichment in the junior high schools. This deliberate attempt to broaden the scope of summer school in Rockford resulted in a fourfold increase in enrollment. The students in Rockford saw that each pupil was being offered courses

⁴⁴School Management, "All-Year High School - Experiment Ends in Failure," School Management, November, 1966, p. 73.

⁴⁵Grambs and McClure, op. cit., p. 212.

which he needed or were interesting to him. This seems to be the key to student acceptance.

Business Acceptance

In 1955, Los Angeles businessmen were unwilling to change operations in any way in order to accommodate year-round schooling. The business attitude at that time was that schools should cater to business, as far as schedule was concerned. However, today, as evidenced in Romeoville, Illinois and as stated by the Illinois State Chamber of Commerce, business is ready to help schools in utilizing their facilities to greater advantage.

The Illinois State Chamber of Commerce encourages school districts to utilize school facilities to the maximum extent possible. The cooperation of business in the Lockport area offers a classic example of how business will assist in many ways in working toward better education. When the school changes its schedule, the businesses in the area must sometimes change production schedules as well as established vacation plans. Education is so very important to business. For example, if a business wants to draw top quality supervising personnel into the area, the local education efficiency might be a deciding factor in attracting desired personnel. These types of people want the best schools for their children. Thus, anything which the business can do to make the local school district more attractive helps the business to draw and hold highly competent people.

CHAPTER IV

LEARNING OUTCOMES

Pupil Learning Outcomes

The all-year school provides an opportunity to develop special programs for disadvantaged youngsters.⁴⁶ These pupils need special enrichment at a slower pace than the one at which the ordinary classroom moves. The year-round school might allow for smaller classes for these special students so that instruction can become individualized. Each student has a different problem. Thus, the teacher can work on a one-to-one basis with them.

Many people hold that year-round schooling is now unnecessary because of the surplus of teachers. However, if the extended school year were used and the added variable of extra teachers enters the picture, then one can picture class size diminishing. More teachers would be working with fewer students in each room than at present. This type of situation is ideal for the slow learner who cannot keep up with the academic achievement of a large classroom. The shorter summer break of the all-year school lessens the chance that students will forget all that they have been taught, as is so easy for them to do during the present three-month break.⁴⁷ Now, without year-round

⁴⁶ School Management, Interview with James E. Allen, Jr., "The All-Year School: Time for a New Look?," School Management, February, 1966, p. 146.

⁴⁷ Ibid.

schooling, in September teachers must spend many days reviewing what was taught last school year before the pupils can possibly start to learn anything new. Over the extensive summer break students forget how to study and vary significantly from an academic schedule of any kind. It is true that some students will not choose to go to school year-round. They will only go to school three of four quarters.

The children of Aliquippa and Ambridge, Pennsylvania achieved more academically with the four quarter plan than they did with the traditional school year.⁴⁸ The reasons that the plans were dropped were many. There was difficulty in maintaining the physical plant. Increased maintenance costs offset other economics.

Interestingly enough the 25% reduction in enrollment on any given day due to using the quarter system automatically reduces the ratio of counselors to students, providing that the same number of counselors are employed as during the nine-month school year.⁴⁹ Assuming that a lower ratio is advantageous, this should lead to more help for each individual pupil in school.

The revised curriculum of the extended school year would enable pupils to master fundamental skills, take remedial work, take additional broadening or enriching courses or to lessen class loads, complete advanced level programs, or study special vocational subjects.⁵⁰

⁴⁸Roy A. Wehmhoefer, A Study of the Advantages and Disadvantages of the Four Quarter System (Chicago: Office of Cook County Superintendent of Schools, 1968), p. 2.

⁴⁹Ibid., p. 5.

⁵⁰Ibid., p. 148.

There is an argument that increased pressure on students would be the result of year-round schooling. This pressure would be harmful to their mental and physical health. However, there is a countering argument. It is that classroom pressures might be decreased because elementary pupils would have more time in which to master the fundamentals, and secondary pupils might use their extra time for remedial work or for lessening class loads. Vacations are always a part of any extended school year plan.⁵¹

The State of New York conducted some experimental programs which concluded that involvement in an active summer program has absolutely no ill effect on students' health.⁵² George Thomas is a strong advocate of the year-round school. The Year-Round School Report Committee of the National Education Association used him as a resource person last year. This was one reason why the report failed to garner the support of the representative assembly of the Association at the 107th meeting held at Philadelphia, Pennsylvania on July 3, 1969. It was felt that the report was biased toward the year-round school, and that both sides of the issue were not presented in the report.⁵³ Therefore, the representative assembly voted to ask the committee to continue investigation on the year-round schooling

⁵¹ Sherrell E. Varner, The Rescheduled School Year. Research Summary 1968-S2 (Washington: National Education Association, 1968) p. 33.

⁵² George I. Thomas, Setting the Stage for Lengthened School Year Programs (Albany: University of the State of New York, State Education Department, 1968), p. 109.

⁵³ The Association, Addresses and Proceedings of the One Hundred and Seventh Annual Meeting Held at Philadelphia, Pennsylvania, June 30-July 5, 1969 (Washington: National Education Association, 1969), p. 111.

including both the negative and positive points. It was urged that the committee attempt to find more classroom teachers to serve on it since only one teacher was then on the committee, and that teacher was biased in favor of the year-round school.

Acceleration has some implications for students. If students are mature enough to graduate one year early, if they are able to find jobs and enter college, and if they should finish secondary school in the middle of the year and can enter college immediately, year-round schooling might be a success. The officials of New York State recommend that pupils not be accelerated more than one year.

Physical, sexual, and academic maturity of students bears on the success of year-round schooling.⁵⁴ If students are more mature in these areas today than they were a generation ago, then acceleration might be advantageous. The number of years spent in school is not necessarily related to the maturity of the student. James Allen holds that emotional and physical maturity do not usually increase between the ages of 17 and 18.⁵⁵ Seventeen would be the age for some students with year-round schooling to graduate from high school.

Non-college bound youngsters who have been accelerated will have an opportunity to attend technical schools or colleges for a year or two before taking jobs, according to Woolatt.⁵⁶ There is an argument

⁵⁴Thomas, op. cit., p. 99.

⁵⁵School Management, op. cit., p. 160.

⁵⁶Ibid., p. 150.

that early graduation of terminal pupils will glut the labor market, but Allen says that the year-round school will contribute young workers who are better educated and thus better qualified for available jobs.⁵⁷

A 1964 New York State Department of Education Report survey asked colleges what would happen if applicants for college admission were 17-3 chronologically rather than 18-3 because of the extended school year. If the applicant met normal college entrance standards, the younger age would be no obstacle to their entering college.⁵⁸

Urban communities as well as school age children would benefit if the time and energy of children were channeled into productive, stimulating and rewarding activities which resulted in improving themselves or their society.⁵⁹ If school age children were interested in constructive activities during the summer, then they would be less likely to engage in juvenile delinquency, crime, riots, drug usage, and precocious sexual activities.

The complicated political, economic, and social issues of today must be thoroughly understood by young people.⁶⁰ But more time is needed in school to inculcate these issues into their minds. Society is changing very rapidly, and schools are finding it difficult to handle these questions in the course of the nine-month school year.

⁵⁷ Ibid.

⁵⁸ Thomas, op. cit., p. 97.

⁵⁹ W. Scott Bauman, "The School Calendar Dilemma - A Solution for the Approaching Crises," Oregon Business Review, June, 1969, p. 3.

⁶⁰ Ibid.

Perhaps as a result of this incomplete answering of pupils' questions, students have become confused and distrustful about what they refer to as the unwholesome American military, industrial, and political establishment. In this day of complex questions of youth and indeed, sometimes of irrational rioting and destruction, perhaps it would be wise to lengthen the school year in an attempt to produce a truly well-educated and well-informed man who could communicate rationally with his fellow men without resorting to mob action.

Another very important aspect of the extended school year, especially of the four quarter plan, is flexibility. Students would enter kindergarten four times a year.⁶¹ With this plan, as the pupils advance through the grades each has more of an opportunity to move at his own pace. For example if a subject has become his nemesis, rather than repeat the entire course, he can merely repeat the introductory quarter. In a similar vein, if a student needs to be promoted, he can be promoted one quarter rather than skip one entire grade. It would also be possible for the student to take interesting courses during his vacation quarter to broaden the scope of his education if he should so desire.

This flexibility has proved to be of tremendous value in holding the potential drop-out in school. Newark, New Jersey, which ran some of its schools on a four quarter system for twenty years, demonstrated that their system graduated 22% more students in a given year than in its 9-month counterpart.⁶² The conclusion drawn from this statistic

⁶¹Jeri Engh, op. cit., p. 82.

⁶²Ibid.

is that Newark was able to hold in school many slower pupils who would have been drop-outs in a regular school.

Year-round schools could offer a wide range of activities that are not possible in a 9-month school. In the summer, for instance, a child could learn to grow his own radishes or tomatoes. He could have gym class outdoors in a swimming pool.⁶³ Extensive field trips could give him the opportunity to study nature unhampered by winter weather. School sports could be scattered throughout the year with students participating whether or not they were on vacation.

Concerning summertime learning, precise studies at Newark showed summer to be an excellent time for learning.⁶⁴ Ambridge, Pennsylvania found that the per cent of failures in summer quarter was lower than in any other quarter. Aliquippa, Pennsylvania, found that, after a 5-year analysis, its summer quarter ranked first in attendance. The lowest quarter for attendance was the second one, October to January, the period usually considered most appropriate for school.

Teacher Learning Outcomes

If a district were to adopt the quarter plan, it could retain its entire teaching staff. If 75% of the teachers handled all classes, the remaining 25% could work in such needed areas as:

- a. in-service training in workshops with small group interaction
- b. curriculum improvement work

⁶³Ibid.

⁶⁴Ibid., p. 83.

- c. research work
- d. formation of a substitute teacher pool
- e. assistance to other teachers
- f. tutoring youngsters
- g. supervision of playgrounds, lunchrooms, or study areas to relieve active teachers of this duty
- h. attending college for advanced work.⁶⁵

Curriculum improvement will probably place more demands on teachers. However, as mentioned above, most of the new plans release teacher time for these tasks.

Teachers must accept the idea of individualized instruction or the idea of continuous progress, so that pupils learn as fast and as much as possible. Secondary school teachers should be prepared to teach younger pupils if the extended school year plan is implemented.

Curriculum

The curriculum must be revised or adapted to any new plan of an extended school year. The courses must be divided into new time blocks to correspond to a new school calendar.⁶⁶ Extended school year programs encourage major curriculum revisions by providing a new framework for a stronger structure.

Extended school year plans provide opportunity for development of new classes or expansion of current classes. For example an

⁶⁵Wehmhoefer, op. cit., p. 4.

⁶⁶School Management interview of James Allen, op. cit., p. 148.

advanced chemistry lab course might be a new offering. It could be arranged directly after two terms of chemistry.

Camping and outdoor education might be made available during the summer.⁶⁷ Youth service projects for civic education would serve as another summer school possibility.

In conclusion there are tremendous possibilities for improving curriculum when the switch is made from the nine-month calendar to the all-year program. In order for this curriculum improvement to take the best form, administrators should provide criteria to teachers so that they have a solid foundation upon which to build the curriculum for their school.

⁶⁷Jean D. Grambs and L. Morris McClure, Foundations of Teaching (Chicago: Holt, Rinehart and Winston, Inc., 1964), p. 212.

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary

The purpose of this study was to review the literature and research relating to the economic feasibility, acceptance by pupil, teacher and public, and learning outcomes of the year-round school, and to develop a recommendation regarding the feasibility of the year-round school, K-12, for the Macomb Community Unit District #185, Macomb, Illinois. While the writer gathered information about the year-round school as it relates to the entire United States, this paper was written about those aspects most germane to the development of a plan for the Macomb Public Schools. The writer emphasized the following elements which bear upon feasibility: cost, plant utilization, staff utilization, public acceptance, and learning outcomes. Documentary analysis was the principal method used in this research paper.

A voluntary summer program is one program of year-round schooling that was discussed in this paper. Another program involved in this paper was the staggered quarter for all plan with four quarters and break for an imposed three-month vacation during the remaining quarter.

A full forty-eight week school year for all is a third very important plan. About four weeks of the year would be vacation; the rest school time. In this plan the student can either finish school in fewer than four years, or take more courses and stay for the full

four years.

Another program is a summer program for professional personnel. In this arrangement, faculty members might be involved in summer workshops, curriculum improvement, or university work, but they are paid on a 12-month basis, just as though they were teaching year-round.

In the 45-15 plan the students go to school for 45 days and then they immediately take a 15 day vacation. There are four groups labeled A, B, C and D. Group A starts school and 15 days later group B begins school. At 15 day intervals, groups C and D also begin.

Years ago in this country most of the citizens were farmers. Both teachers and students were needed during the summer months to plant, cultivate, and harvest crops. However, this is no longer the case. Currently in the United States a very small percentage of the people are farmers. Furthermore, today's mechanized farms feature machinery, not manpower, producing most of the work. Industry has taken over as the main employer of the nation's people. Therefore, agriculture can no longer be accepted as a valid basis for continuance of the nine-month school year.

Indeed, it seems inevitable that tuition-free summer school will soon be a reality throughout the United States. Tuition charges favor the wealthy, and often place summer enrichment programs out of the reach of those students who need them most.

Adequate summer programs or other extensions of the nine-month school year would require a larger share of the tax dollar for education. Parents must be brought to realize that, if their youngsters are to

profit from year-round schooling, then they must provide the community with more funds for education.

An improvement in the status of the educational profession would occur if teachers were given the opportunity to work on a year-round basis. If a teacher works on a year-round basis, he should be paid about one-third more than he would be paid for teaching nine months.

Important questions which need answering are:

What are the priorities of the people in Macomb, Illinois?

Would they support with their tax monies a year-round school system?

In Europe the children are in school approximately the same number of days as students in the United States, but in some countries in Europe the pupils attend school longer during the summer than American students.

The State of Illinois has made provisions for year-round schooling. Mr. Ray Page, State Superintendent of Public Instruction, has stated that Illinois is moving in the direction of year-round education.

The city of Atlanta, Georgia has a successful quarter plan in operation. It has been functioning smoothly since its beginning in 1968.

Some communities have rejected the year-round school. Community inertia, lack of parental interest, and lack of student interest constitute three significant reasons why many communities have discarded the concept of the extended school year. The additional

cost of extra schooling is a huge obstacle to widespread acceptance of the year-round school by the community at large.

Some organizations, such as NEA and AASB, have a negative attitude toward year-round schooling. The reasons given include that the concept is still a topic only for conversation and debate, that it may not prove to be in the best interest of the community, and that a workable plan has not yet been formulated.

Administrators can use criteria in initiating a program of learning in summer school. These criteria aid in shaping the curriculum and calendar so that each individual student achieves his maximum potential from the program.

The faculty must be involved in the decision to go to the year-round calendar. Many women teachers are against year-round schooling.

Parents seem to favor the regular nine-month school year plus a voluntary summer program. They like the voluntary aspect because they fear placing too much pressure on their children with obligatory year-round schooling.

It is easy for students to be uninterested in the extended school year. A voluntary program with interesting course offerings has the best chance of attracting students to the summer classroom.

The United States Chamber of Commerce has recently changed its stand on year-round schooling. Now they prefer utilizing school facilities to the fullest extent.

The all-year school provides opportunity to develop special programs for disadvantaged youngsters. At Romeoville, Illinois handicapped students are attending special classes during the summer months.

These children would not be going to school during the summer with the nine-month calendar.

Involvement in a summer program has absolutely no ill effect upon students' health. It has been found that there are adequate vacations in most year-round plans. Summer is an excellent time for learning.

Implications

Presently Macomb has a limited summer program. It would seem wise to expand this summer school in the direction of more remedial classes, required classes which need to be taken for graduation, advanced courses for the especially bright student, and special interest courses for the benefit of those pupils who wish to pursue a special area.

The gist of the literature seemed to be that a school district should climb the ladder to year-round schooling one rung at a time. After Macomb has established a strong summer program with a high percentage of its students attending, for instance, then it might be wise to shift to a quarter system, such as the one which has operated successfully in Atlanta for the past two years.

It should be realized that the extended school will cost more to operate. The advantage of a revised curriculum and more time in school for some students should be used as positive reasoning for the extra expenditure. If the people of Macomb want a better education for their students, and if Macomb wants to maintain the national trend of more summer schools, then the citizens of the town should be willing to pay the extra money needed to ensure that Macomb pupils will receive

an adequate or above-average education.

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APPENDIX A

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
302 STATE OFFICE BUILDING
SPRINGFIELD 62706

RAY PAGE
SUPERINTENDENT

METHOD OF DISTRIBUTING GENERAL STATE AID
TO DISTRICTS ON ALL APPROVED
TWELVE MONTH CALENDAR

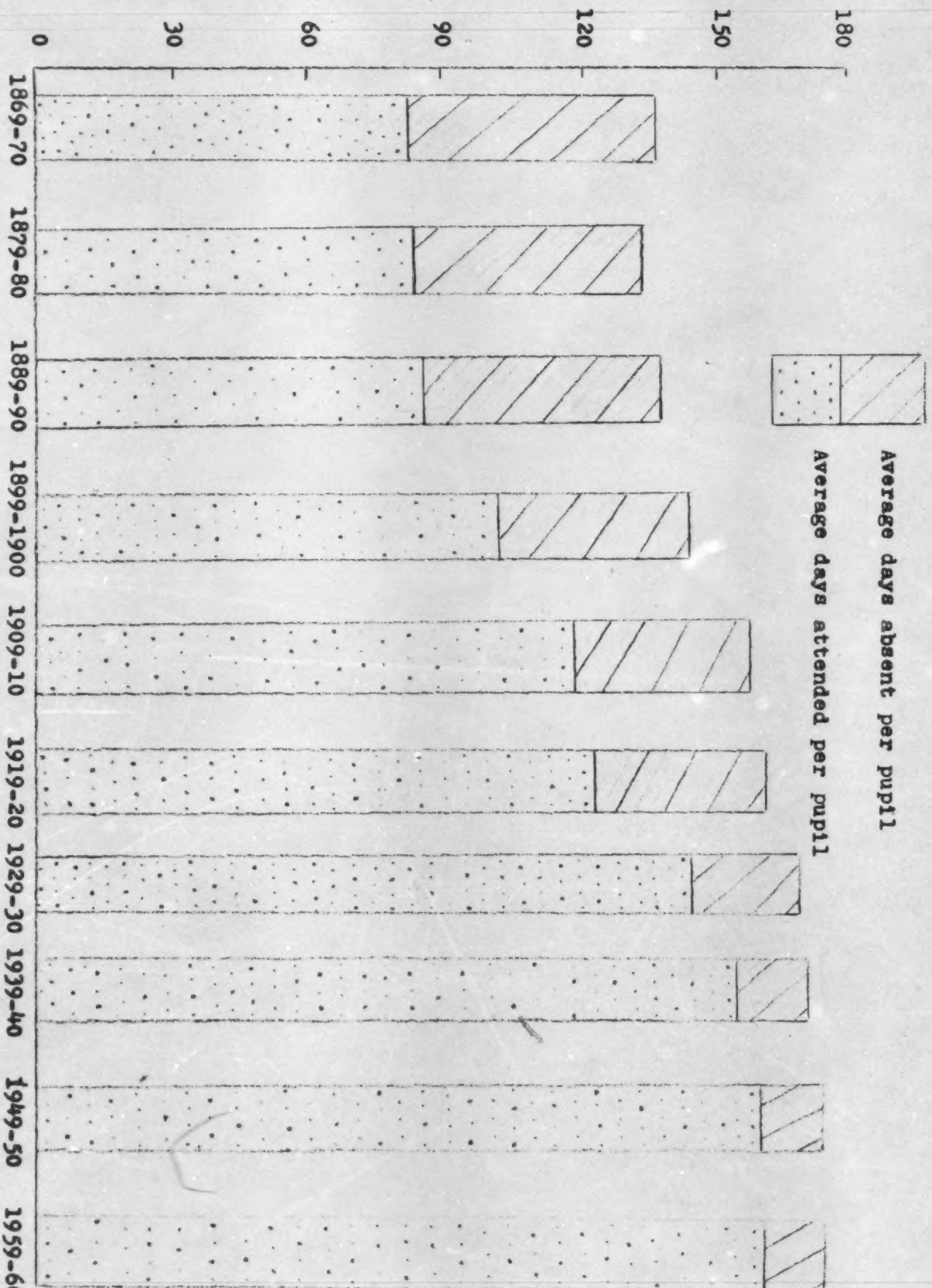
House Bill 1525 was passed by the Seventy-Sixth General Assembly and was signed into law by the Governor on August 18, 1969. The law authorizes the Superintendent of Public Instruction to determine the General State Aid apportionment to districts that operate on an approved twelve month calendar in accordance with Section 18.8 of The School Code of Illinois as near as may be applicable. The following procedure will be followed in a school district which operates on an approved twelve month calendar during 1970-71.

- I. General State Aid payments in 1970-71 will be computed on the following basis:
 1. The best six months' average daily attendance for the 1969-1970 school year
 2. The 1968 assessed valuation of the school district
- II. For the 1970-1971 school year, attendance shall be maintained for each track. In order to compute the average daily attendance for a month, the total days of attendance shall be divided by the number of days school was in session for that month. The average daily attendance for the best six months of the fiscal year will be the initial basis for the 1970-1971 State Aid computation. Inasmuch as approximately seventy-five percent of the pupils are enrolled at any time, the best six months' average daily attendance will be multiplied by four and divided by three to determine the district's weighted best six months of average daily attendance. The average daily attendance for pupils in grades 9-12 will be multiplied by 1.25 in the State Aid calculation.

III. General State Aid will be distributed to approved school districts in the following manner:

1. The first General State Aid payment may be vouchered to the State Auditor immediately following the final approval of the Common School Fund appropriation in an amount equal to approximately one-sixth of the district's General State Aid Claim entitlement for 1970-71.
2. Beginning September, 1970, payments will be made to approved districts in the same manner as General State Aid payments are made to all districts in the State of Illinois; these payments shall reflect any prior reimbursement.

AVERAGE LENGTH OF SCHOOL TERM



(Data from U.S. Office of Education, updated from Biennial Survey of Education in the United States, 1954-1956, Chap. 2, "Statistics of State School Systems: 1955-1956")

APPENDIX C

Section 10-19.1 of The School Code of Illinois, Circular Series A, Number 265, 1969, page 99.

Three Calendar Quarter Plan

Any school district may, by resolution of its board, operate one or more schools within the district on a calendar of 12 months or 235 days of actual pupil attendance computable under Section 18-8. Under such a plan, no student shall be required to attend class for more than 3 consecutive quarters and no teacher shall be required to teach more than 3 consecutive quarters. Any board which operates under this section shall devise a method of apportioning its students so that each grade affected thereby will have at all times an enrollment of approximately 75% of the students eligible to attend. (Added by Act approved August 11, 1967.)

APPENDIX D

THE VALLEY VIEW 45-15 PLAN

Valley View District #96
Research Office
590 Belmont Drive
Lockport, Illinois 60441
(815) 838-7981

The Valley View 45-15 Plan is a method of assignment of pupils, building facilities, and staff members. By more efficient use of the physical plant, by a more extensive use of the personnel, and by a more equal distribution of pupil class attendance throughout the year, the school district anticipates a savings in building construction costs, a longer working year for some certified and non-certified employees (with corresponding increases in income), and quality education for the student body.

The Plan is educationally sound, financially desirable, and legally possible. It should not be confused with the "Four Quarter Plan."

1) With a standard annual calendar, Saturdays and Sundays, all legal holidays, a week at Christmas, a week at Easter, and a period of five to nine class days in July (as an adjusting period, are designated as school closing times. No classes are in session, however the buildings could be open for maintenance, athletic events, community activities and library service. All provisions of the Illinois "Monday Holiday Bill" are observed.

2) All District #96 pupils are placed in one of four groups (A, B, C, or D). Unless the parents request differently, all children

in the same family are placed on the same attendance schedule, even though the children may be at different grade levels or at different buildings. The four groups always stay in the same order of rotation.

Over 5,000 pupils are now in school District #96; enrollment is increasing at an exceptionally rapid rate. Electronic data-processing facilities will be necessary to the scheduling process.

3) Beginning June 30, 1970 (designated as the Target Date although this date is flexible) Group A will begin classes for 45 continuous class days as scheduled on the calendar. Then Group A will have a 15 class day vacation period. Four such cycles per calendar year will give the pupil 180 class days per school and calendar year.

4) Group B pupils will begin 15 class days after Group A; Group C pupils will begin 15 class days after Group B; Group D pupils will begin 15 class days after Group C; etc. In this way, each group will attend 45 class days and then have 15 class days as a vacation. At any one time, however, only three of the four groups will be attending class. Or stated differently, because of the staggered starting date, one of the groups will be on vacation while three of the groups will be in school.

5) Teachers and classrooms are scheduled to match up with pupils for grade level and department (junior high).

Bus service, building administrators, library and resource center staff members, cafeteria workers, and custodial employees will be scheduled as required.

Provision is made for special education pupils, pupils who transfer into District #96, and pupils who may be retained or advanced.

Kindergarten classes will be provided.

Provisions have been made for emergency school closing days and/or teacher institute days.

6) This scheduling system was designed to provide District #96 pupils with quality education, full school days, and 180 class days per year. The 45-15 schedule is not a device for increasing class days of instruction.

7) Use of this plan would result in saving the construction costs of sixty classrooms for District #96.

JUNE 1970

JULY

GROUP A

GROUP B

GROUP C

GROUP D

OCTOBER

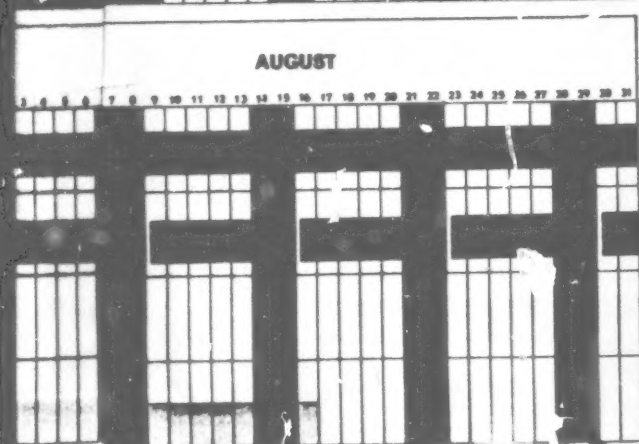
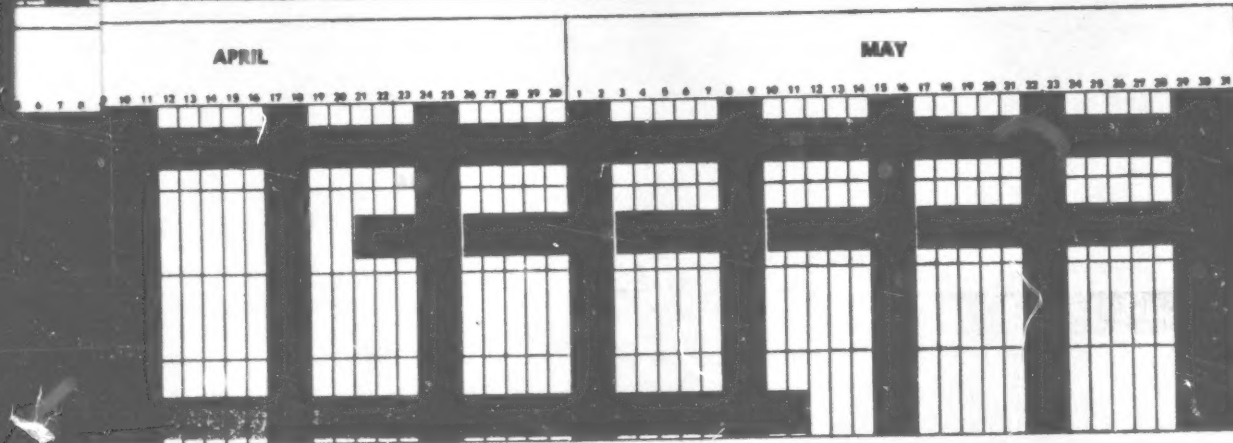
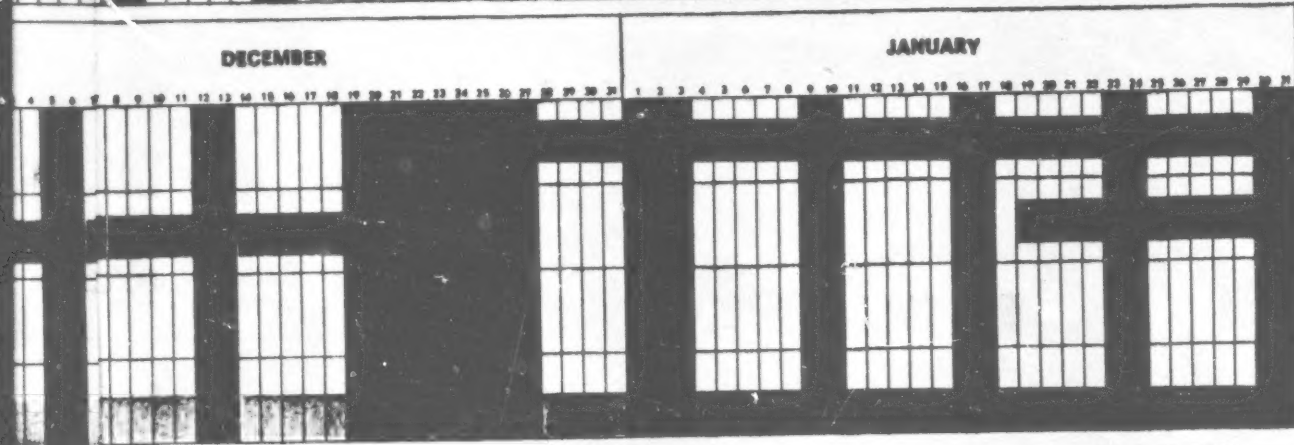
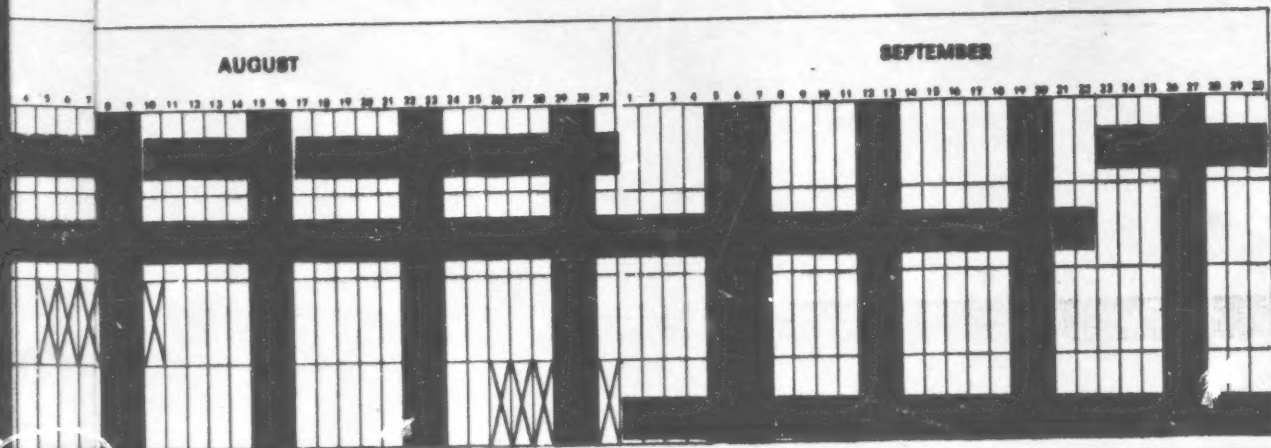
NOVEMBER

FEBRUARY

MARCH

JUNE

JULY



VALLEY VIEW

45-15 PLAN

Developed By School District No. 96
Lockport, Illinois

A

B

School Closing
Days

C

D

Proposed Institutes

